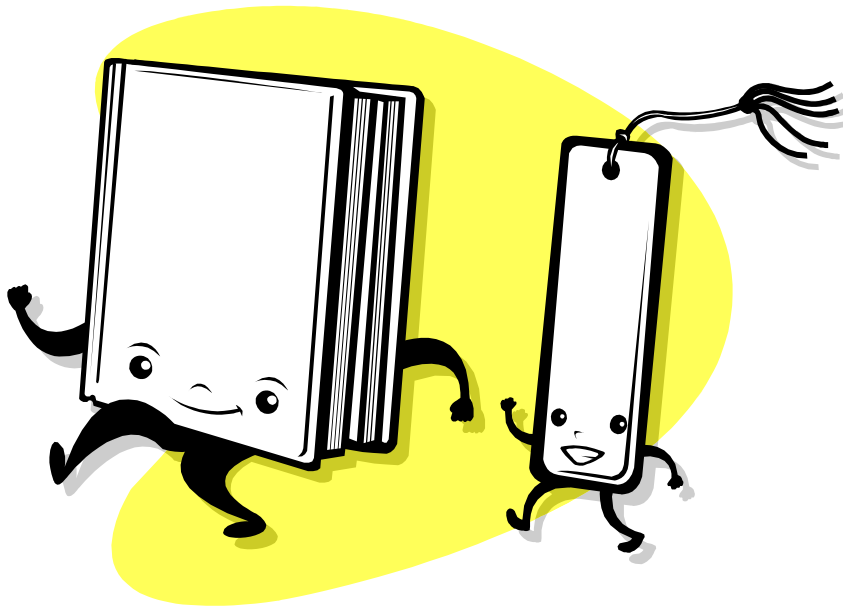


Ready, Set, Read!



Parent Tool Kit

READY, SET, READ CLUB

Welcome to the Ready, Set, Read Club! This program will help your child to learn, grow and read all summer long!

The Dufferin-Peel C.D.S.B. has worked collaboratively with select Mississauga, Brampton, Caledon, and Orangeville Public Libraries to provide **Independent Reading** materials for your child throughout the summer months. Please use this information along with your child's "**Student Tool Kit**" to participate in the program.

Goals of Reading in Ontario:

Learning to read does not happen all at once. It involves a series of stages that lead, over time, to independent reading and to fluency. The Ontario Early Reading Strategy identifies three goals of reading: fluency, motivation and comprehension.

Fluency is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice in reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words so that the child will encounter few unfamiliar words. As children develop fluency, they improve in their ability to read more expressively, with proper phrasing, thus gaining more of the text's meaning.

Comprehension is the ability to understand, reflect on, and learn from text. To ensure that children develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher-level thinking.

Motivation to read is the essential element for actively engaging children in the reading process. It is the fuel that lights the fire and keeps it burning. Children need to be immersed in a literacy-rich environment, filled with books, poems, pictures, charts, and other resources that capture their interest and make them want to read for information and pleasure. During purposeful and planned independent reading, children choose their own books according to their interest and ability. The text should be chosen carefully so that each child can read with a high degree of success. Children can be taught to select appropriate independent reading material and can share this task with teachers and parents.



The Ready, Set, Read! Club addresses the goals of reading by assisting students to select texts at their identified independent reading level. Texts that can be read easily by students promote 1) fluency, because most of the words can be decoded or solved quickly, 2) comprehension, because the meaning of the text is not interrupted by decoding difficulties and; 3) motivation, because students enjoy reading texts that they are successful with and they are interested in reading!

Choosing a *JUST RIGHT* Book:

Use the graphic below to help you help your child books that are *JUST RIGHT* for them.



The 5-Finger Rule for choosing a "Just Right" book

The 5-Finger Rule for choosing a "Just Right" book only helps to evaluate student's ability to read the words. In order to use this strategy, have your child open a book to the middle and begin reading. For each word the child doesn't know, have them put up one finger. If at the end of the page you have:

- | | |
|----------------------|---|
| 5 or more fingers up | - too hard and challenging, save for later book |
| 4 fingers up | - very challenging |
| 2-3 fingers up | - just right |
| 0-1 fingers up | - too easy, vacation book |

This strategy does not check a child's comprehension level. Thus, as a parent you should check that your child understands the story by asking questions about the book. Some sample questions are:

- Who was in the story?
- What happened in the story?
- Where did the story take place?

Reading Logs:

Students keep track of books read on page 2 of the Student Toolkit.



Reading Framework:

The Ready, Set, Read! Club provides an easy to follow structure for students' Independent Reading. Each time that a student reads a book they complete a reading framework called a **Fiction/Non-Fiction Go Chart**. Students may complete the Fiction or Non-Fiction Go Chart in either oral or in written form.

The Before, During and After Reading Structure:

Students read and understand texts more effectively when they are provided with a consistent structure for before, during and after reading. Using a consistent framework for independent reading allows your child to embed reading comprehension strategies each time they read a new book.

Fiction Go Chart

Before Reading		During and After Reading			After Reading
Predictions	Vocabulary	Making Connections	Mental Images	Asking Questions	Retelling
This is what I think the story might be about.... When I read the title I think it might be about...	I think the author might use these words to tell the story...	This reminds me of...	I pictured... I could (hear, smell, taste, touch)...	I wonder... Why did... What will... How did... I have a question about... I don't understand...	This story is about...
		It helps me to understand the story better because...	My mental image is of...		
Determining Importance		Inferring	Synthesizing		
When I look at the cover illustration and title I think...	I think the author might use these words to tell the story...	The main ideas so far are...	I know from my schema (personal knowledge)...	What was the big idea in this book?	
		I think what the author thinks is important is...	I know from the book...	What was the author trying to tell you?	
I think this because...		Therefore I think...	Was there a morale, lesson or overall message?		

To complete the Go Chart follow the simple steps listed below with your child:

Before Reading:

- 1) Discuss the title of the book with your child. Ask your child to predict what they think the story might be about based on the title. Record predictions on the Fiction or Non-Fiction Go Chart.
- 2) Look at the cover illustration on the book and ask if your child if they have any further predictions about what the book might be about by examining the picture. Record further predictions with a different colour of ink.
- 3) Take this opportunity to build your child's background information about the topic you are reading about. Discuss any experiences your child has had with the topic of the book.
- 4) Ask your child to think of a few words that might be in the story. Make sure that the words make sense with what your child predicted the book might be about. Record the words under the vocabulary heading on the Go Chart.

- 5) Take a couple of minutes to look through the book ahead of time and select 3 or 4 words that your child might not be familiar with. Ask your child to pay attention during the reading of the book to when they find these words in the story. Record these words under the vocabulary heading.

Vicki Benson and Carrice Cummins. *The Power of Retelling, Developmental Stages for Building Comprehension*. Bothwell, WA: The Wright Group, 2000.

During the Reading:

- 1) As your child is reading the book ask them to stop and revise their predictions based on new information they have read. Encourage your child to add to both the predictions and the vocabulary section of the Go Chart. Children monitor their comprehension by confirming or discounting their original predictions as they are reading and recording the differences they found in the story.
- 2) Children can record self to text connections to the story, mental images and questions as they are reading or after they are reading. Encourage your child to state why the connection, mental image or question helped them to understand the story better. Children require many opportunities to practice these comprehension strategies and to explain why they helped with the understanding of the text.

After Reading:

It is extremely important that children have many opportunities to practice retelling orally before they are asked to retell in written form. When your child has finished reading a book they may choose to respond to the book orally to you.

Retelling is an important part of comprehension. Retelling reveals a child's understanding of the text as well as their understanding of how the author has structured the text. There is an important distinction between RECALLING and RETELLING. A perfect recall would be told in exactly the same words as the original text. In a retell, however, we expect the child to create his or her personal version of the text. A retelling is more than just recall, it includes aspects of retell, relate and reflect.

When children have read a book and are ready to retell (the last section on the Go Chart) they select from the following choices:

Retelling Choices are:

- 1) Complete an oral retell using the retelling checklists (fiction and factual text)**
- 2) Complete an oral retell using the Retelling Gloves**
- 3) Complete an oral retell using the Retelling Shapes**
- 4) Complete an oral Retell, Relate, Respond Activity**
- 5) Complete a Written Retell, Relate, Reflect Activity**

Helping your Child with Retelling

Encourage your child to include the following criteria when retelling.

Things to Look For in a Narrative (Story) Retell:

“Story language”

When a child uses some ‘story language’ in the retelling, he or she has noticed the wording of the story.

Dialogue

Dialogue spoken with expression shows an understanding of characters. However, the student who repeats parts of the story in book language without showing comprehension of the parts may just be ‘parroting’ the language of the story. The story language needs to be embedded in the student’s natural language.

Personal Judgments

Listen for words that show that the student is making personal judgments about the story; for example ‘the best part’, ‘something you really need to know is...’, ‘don’t forget’.

Statement about the Author’s Intent

A statement about the author’s message is also desirable but is not always within the student’s grasp for every story

Students need to be instructed to ‘retell the text/story’ as if the listener has never heard the story before or else they may assume that the listener doesn’t need to hear much detail due to them already knowing the text.

Things to Look For in a Factual Retell:

New learning / Very Important Points

Students are able to identify the important points in a factual text. Students understand that reading factual text is about new learning.

Making Connections

Students are able to make connections to themselves and their life experiences.

Asking Questions

Students are able to ask questions about the topic they are reading about and are able to reference the text in their responses. Students demonstrate that asking questions and finding answers is essential to seeking new information.

Using Conventions

Students are able to use the conventions of factual text (subheadings, index, glossary, bolded headings, etc.) to answer questions and to read more effectively (skim and Scan). Students can explain and interpret information from illustrative sources such as diagrams, graphs, maps, tables, etc.

Note:

An important part of reading factual texts is to teach the use of sticky notes, etc., to make note of important ideas, connections, and questions while students are reading. We need to encourage students to use the text to skim and scan to find supporting details to use during the retell and/ or to reference the notes that they made. This real life activity needs to be modelled and explicitly taught.

Use the following Non-Fiction Go Chart to help guide your child's thinking when reading and responding to a non-fiction text.

Non-Fiction Go Chart

Before Reading		During and After Reading			After Reading
Predictions/ Previews	Vocabulary/ Inquires	Understandings	Interpretations	Connections	Organizers
<p>Based on the text features and other clues I think that the text is going to be about...</p> <p>When I think of what I already know about this topic, I predict...</p>	<p>I think the text will answer these questions...</p> <p>I hope that the text will answer these questions...</p> <p>Key Words the author might use in this topic or help me think more deeply about the text...</p>	<p>Theses are some facts/things I noticed...</p>	<p>Main Idea...</p> <p>I think the author's main purpose for writing this text is...</p>	<p>As I reflect on this text, I can identify with...</p> <p>This fact...reminds me of....</p> <p>Text to Text Text to Self Text to World Text to Media</p> <p>(This connection helps me to understand what is going on because...)</p>	<p>Use a graphic organizer to organize the facts of this text.</p>

Activity Choice #1) Using a Retelling Checklist:

An easy way to help your child with a retell is to list all the elements of the story on a checklist and have your child retell the story to you. Check off each story element that your child identifies in his/her retelling.

Retelling Checklist: Narrative Texts (Stories)

Criteria for Retelling	Comments
<input type="checkbox"/> includes main characters	
<input type="checkbox"/> includes some secondary characters	
<input type="checkbox"/> includes time and place (setting)	
<input type="checkbox"/> sequences events correctly and includes details to support	
<input type="checkbox"/> includes all of the elements of the story	
<input type="checkbox"/> identifies the problem in the story	
<input type="checkbox"/> states how the problem was solved	
<input type="checkbox"/> uses story language	
<input type="checkbox"/> interprets the author's message	
<input type="checkbox"/> shows awareness of the audience through the use of expressive voice	

Retelling Checklist: Informational Text

Criteria for Retelling	Comments
<input type="checkbox"/> Identifies the topic of the text	
<input type="checkbox"/> Summarizes the main idea	
<input type="checkbox"/> Uses new vocabulary from the text in the retell	
<input type="checkbox"/> Sequences information logically	
<input type="checkbox"/> Interprets charts, tables and pictures	
<input type="checkbox"/> Connects information in the text to real life applications	

Note:

Additional copies of the Retelling Checklists are provided in the "Reader's Tool Kit".

Adapted from: The Early Reading Strategy Training Materials (2004)

Activity Choice #2) Using the Retelling Gloves

Children need a variety of opportunities to practice retells. Another format is retelling gloves. These gloves which can be practiced on children’s hands are a great way to embed retelling and comprehension strategies. Ask your child to catch to “catch the story, put it in their pocket and retell it on their fingers” using these simple retell gloves.

Characters

Setting

Problem

Solution

Favorite part

FICTION

Title: _____

Author: _____

Dear Parents,

After your child has read this book have him/her retell the story to you using the following story elements:

Characters
Setting
Problem
Solution
Favorite part

(Source: Violet Lippi, 5th Block Teacher, TCDSB 2003)

Topic

Fact

Fact

Fact

I wonder...

NON-FICTION

Title: _____

Author: _____

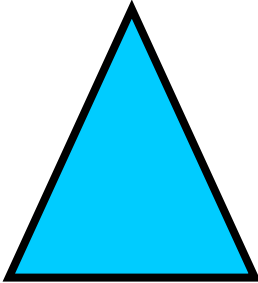
Dear Parents,

After your child has read this book have him/her retell the story to you using the following story elements:

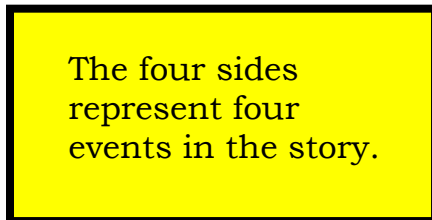
Topic
Fact
Fact
Fact
I wonder...

(Source: Violet Lippi, 5th Block Teacher, TCDSB 2003)

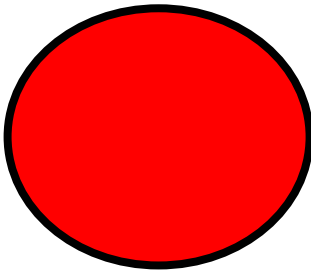
Children can be assisted with retelling by using basic shapes to represent the key elements in a story retelling. These shapes can be cut out of cardboard and placed on a table to remind students of the retelling elements.



The beginning of the story is represented by a triangle because there are three things that we usually find out at the beginning of the story: the setting, the characters and the problem or goal.



The middle of the story is represented by a rectangle. This is where we usually find out the events that take place in order for the character(s) to solve the problem.



The end is represented by a circle, which illustrates the idea that "what goes around comes around." This means that we usually find out the resolution of the problem in the end of the story.

Note: These shapes can be used in conjunction with the retelling checklists.

Vicki Benson and Carrice Cummins. *The Power of Retelling, Developmental Stages for Building Comprehension*. Bothwell, WA: The Wright Group, 2000.

Activity Choice #4) Oral Retell, Relate and Respond Activity

The Retell, Relate, Respond format promotes higher order thinking skills. Students respond orally to the sentence stems on the chart below.

Retelling <ul style="list-style-type: none">▪ This is about...▪ I found that...▪ First, next, then...	<ul style="list-style-type: none">▪ Knowledge▪ Comprehension
Relating <ul style="list-style-type: none">▪ This reminds me of...▪ This compares to...▪ A time this happened to me...	<ul style="list-style-type: none">▪ Application,▪ Analysis
Reflecting <ul style="list-style-type: none">▪ I wonder why/how...▪ Why didn't...▪ Now I know...▪ Now I understand...	<ul style="list-style-type: none">▪ Synthesis,▪ Evaluation

Encourage your child to include the very important points or main ideas of the story and to reflect on the overall meaning of the text.

Activity Choice #5) Written Retell, Relate, Reflect Activity

Children find it much more difficult to complete written retells of materials read. It is strongly recommended that children’s enjoyment of reading is not hindered by having to complete long writing activities after each book read. If your child chooses to complete a written response for his/ her Reading Log we suggest the following format. Have your child select two or three sentence stems from each section of the chart and complete the activity on a piece of lined paper or by using the blackline masters provided in the “Reader’s Tool Kit”.

Date:		
Book Title:	_____	
Text Type (circle one):	Narrative	Informational

Retell	
The story is about...	
The story takes place...	
The character did...	
The character did not...	
I like the part when...	
I noticed that...	
Relate	
This story reminds me of...	
If I was in the story...	
I remember...	
This situation is like when...	
This happened to me when...	
This story makes me think of...	
This story makes me feel...	
Reflect	
I wonder why...	
This story gives me an idea to...	
I wonder how...	
I wonder if...	
Now I understand that...	
I think that...	

Enjoy your summer and Happy Reading!!

References

Vicki Benson and Carrice Cummins. *The Power of Retelling, Developmental Stages for Building Comprehension*. Bothwell, WA: The Wright Group, 2000.

The Report of the Expert Panel on Early Reading in Ontario, 2003: Queen's Printer for Ontario

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